DOCUMENT RESUME

ED 133 261 SO 009 675

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TITLE A Case Study: New Doctor of Arts Program, Illinois State University.
PUB DATE 4 Nov 76
NOTE 13p.; Paper presented at Annual Meeting of the National Council for the Social Studies (Washington, D.C., November 4-7, 1976)

EDRS PRICE MF-$0.83 HC-$1.67 Plus Postage.
DESCRIPTORS College Teachers; Degree Requirements; Doctoral Programs; *Doctor of Arts Degrees; Higher Education; *History; History Instruction; Instructional Improvement; Program Content; *Program Descriptions; Program Design; Program Development; Secondary School Teachers

ABSTRACT

The development of a Doctor of Arts (D.A.) program in history at Illinois State University's Department of History is presented. The program proposal was approved in 1974 and a full complement of graduate students were accepted into the program by summer 1975. The overall objective of the program is the improvement of history instruction and curriculum at the secondary and collegiate levels. It emphasizes growth in knowledge and skills related to both the content and teaching of history. The program is designed primarily to provide advanced training for experienced teachers who have the potential to become curriculum leaders or master teachers in their institutions, such as teachers in community colleges, four-year colleges, and comprehensive high schools. The program includes educational, historical, cognate, and dissertation components. Students are required to take 16 semester hours in history, 16 hours in a cognate concentration, 14 hours in education, and 14 hours for the dissertation. The dissertation can emphasize (1) curriculum development and field study or (2) historical topics and their instructional application. Special program features include cooperation with the Department of Curriculum and Instruction of the College of Education, individualization for student needs and goals, student participation on the doctoral committee, and joint initiation with other D.A. programs at the university. Short backgrounds of the 16 students currently enrolled in the program conclude the document. (ND)

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A CASE STUDY:

NEW DOCTOR OF ARTS PROGRAM

ILLINOIS STATE UNIVERSITY

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Illinois State University

Presented as part of a Symposium:

NEW PROGRAMS FOR IN-SERVICE TRAINING: THE DOCTOR OF ARTS DEGREE

College and University Faculty Assembly
National Council for the Social Studies

Washington, D. C.
November 4, 1976.

DOCTOR OF ARTS PROGRAM IN HISTORY

Illinois State University

Program Background

In 1974 a proposal to establish a Doctor of Arts in History at Illinois State University was approved by a commission of scholars (chaired by Progessor Paul Dressel). Upon recommendation of the commission of scholars, the Illinois Board of Higher Education and the Board of Regents of the University approved establishment of the new program. Similar programs also have been approved in Mathemetics, Economics and English.

Following program approval, the History Department began to receive and review applications for admission. By the summer of 1975 a full compliment of graduate students had been accepted into the program. In the fall of 1975 two full-time and four part-time graduate students were actively engaged in studies leading to the Doctor of Arts in History. By the fall of 1976 the program included sixteen students, six of whom were in residence. Several others were taking course work on a part-time basis. Thus, within a two year period the Doctor of Arts in History became a fully functioning graduate program and was proceeding as projected by the original proposal in terms of both size and clientele.

Program Purpose

The overall objective of the Doctor of Arts in History at Illinois State University is the improvement of history instruction and curriculum at the collegiate and secondary levels. It emphasizes growth in knowledge and skills related to both the content and the teaching of history. It is designed primarily to provide advanced training for experienced teachers who have the potential of becoming curriculum leaders or master teachers in their institutions.

Although the program is designed primarily for community college instructors, it is also appropriate for many teachers in four-year colleges

and comprehensive high schools. The degree is intended to fulfill the needs of teachers who already hold positions and who wish to improve their competence and professional status. It is viewed as a viable, practical alternative for many persons in the profession who seek to make their major professional contribution as outstanding teachers of history.

Program Summary

The program includes educational, historical, cognate, and dissertation components. The educational component consists of a course of study designed to develop specific competencies in the areas of instruction and curriculum development. The historical component consists of advanced work in history designed to provide the student with a comprehensive grounding in the discipline. The cognate components are intended to compliment the other components by providing the student with opportunities to view his discipline and teaching from alternative perspectives. The dissertation serves as a culminating experience which results in a product that will have practical application in the student's professional work. A more detailed description of the program components is provided in a subsequent section of this paper.

Students Admitted to Program

As indicated earlier, sixteen graduate students were admitted to the program by the fall of 1976. All of them are experienced teachers and many have held positions of responsibility in their institutions and in the profession. Half of them come from Illinois and the remaining eight come from Indiana, Michigan, Washington state, Georgia, California and the Canal Zone. As expected, a majority (9) hold positions in community colleges, however two teach in denominational four-year colleges, one teaches in a comprehensive university, one is employed by a state office of education, and three teach in high schools. Student backgrounds vary as do their pro-

fessional goals. Hence, in each instance the field of specialization and program of studies is individualized to conform to the candidate's special needs and professional goals. A subsequent section of this paper provides a brief summary of the backgrounds, interests and fields of specialization of the sixteen doctoral students currently enrolled in the history Doctor of Arts program at Illinois State University.

Special Features of Program

Although the program has been modeled in certain respects after successful Doctor of Arts programs at other institutions, it nevertheless has several features that are not commonly found in D.A. programs.

1) The program was developed in cooperation with the Department of Curriculum and Instruction of the University College of Education. The Curriculum and Instruction faculty developed a professional studies component that is an integral part of the program in history.

2) Each student's field of specialization and program of studies is individualized to meet his needs and goals (developed cooperatively by student and faculty committee)

3) Each student is a participating member of his doctoral committee (which designs program, monitors progress, supervises dissertation research, etc.)

4) The program is designed for experienced teachers. To date, all students admitted to the program hold positions with an educational institution or agency.

5) The Doctor of Arts in history was initiated jointly with three similar programs on campus. All four departments are involved in a cooperative 5-year program evaluation effort with the Illinois Board of Higher Education.

DOCTOR OF ARTS IN HISTORY

Illinois State University

Normal, Illinois 61761

Purpose of the Program

The Doctor of Arts in History has as its objective the improvement of undergraduate instruction and curriculum. The program emphasizes growth in knowledge and skill in matters relating to the content and teaching of history.

Admission of the Program

For admission to doctoral programs, the university requires transcripts showing the bachelor's degree and all graduate work, three letters of recommendation, and the Graduate Record Examination. An English usage test, offered by the university, is also required. In addition to the university requirement, the History Department requires each applicant to submit an example of historical scholarship and writing (masters thesis, graduate term paper), syllabi or other teaching materials from his/her classes, and a personal statement of professional goals.

Advisement and Supervision

Supervision of each student's program is primarily the responsibility of the History Department, and is exercised through a Supervisory Committee consisting of the Director of Graduate Studies, three departmental faculty closely involved with the student's work, and the strudent. At the end of each semester the student's Supervisory Committee will review the student's progress.

The Higher Education Studies component of the program is supervised by an Advisory and Evaluation Committee (AEC) comprised of representatives from the Department of History, the Graduate School, and the Department of Curriculum and Instruction.

DESCRIPTION OF PROGRAM COMPONENTS

Field in History (16 semester hours)

Each student will fulfill a field in History, which may be defined geographically, chronologically, or thematically. The field in History will combine breadth and depth and will be individualized with reference to the historical knowledge most useful to the student in his/her present or anticipated teaching role.

Definition of the field in History will be the responsibility of the student's Supervisory Committee, and thus will involve joint planning by the departmental Director of Graduate Studies, three departmental faculty, and the student.

Cognate Concentrations (16 semester hours)

(1) Historical Foundations (Courses in Department of History)

The following two courses are designed to develop the student's philosophical grasp of the nature of history and the process of historical study and interpretation. Students will be encouraged to examine the assumptions upon which their teaching is based and to relate their instructional objectives to a considered concept of what history is and what relationship it has to the lives of students.

History 498: Philosophy of History and Historiography

Course designed to involve the student in examining the pholosophical bases for historical study (and method), and alternative views of the uses of historical knowledge. Also includes an analysis of the development of historical writing and the historical profession in the modern era. (4 semester hours)

History 501: Interpretive Problems in Teaching History

Course designed to involve the student in examining selected problems of historical interpretation with special emphasis on the pedagogical implications of such interpretive problems and issues. (4 semester hours)

(2) Related Field

The student will fulfill a cognate related field in History, Humanities, Social Sciences, or Education. The related field will be developed individually for each student by his supervisory committee (including a member of another department if the field is other than History). The field will be difined in such a manner as to afford useful comparison, contrast, or supplement to the student's other fields, and will also be related to the career needs of the student. (8 semester hours)

Field in Education (14 semester hours)

(1) Higher Education Studies (Department of Curriculum and Instruction)

This phase of the program is designed to provide the student with competencies in the areas of evaluation and improvement of instruction, theory and development of curriculum, history and philosophy of education, and policy issues and governance in higher education.

Each student will be required to demonstrate competence in at least four of the following units: Systems Analysis Approach to Learning, Research Analysis of Instructional Techniques, Measurement and Evaluation, Student Characteristics and Roles, Role Implications of the College Teacher, the Community College, Policy Issues and Goverance of Higher Education. (6 semester hours)

(2) History Education (Department of History)

History 505: Seminar and Practicum in History Teaching

Course designed to involve the student in surveying professional literature, examining alternative instructional goals, analyzing teaching (including microteaching), evaluating teaching, reviewing current research and materials, analyzing alternative methods, developing units of instruction, and participating in a model instructional presentation. (4 semester hours)

History 506: Research-Internship in the Teaching of History

Course designed to involve the student in a comprehensive analysis of research findings related to teaching environments, student characteristics and learning, technology and media, and teaching methodology. During the

semester the student will be involved in a teaching internship involving assignment to a member of the history faculty, to a departmental instructional project, or to a master teacher in an appropriate off-campus setting. A final objective of the course is that of assisting the student in defining a topic and developing a design for a dissertation. (4 semester hours)

Comprehensive Examination

Upon the completion of all course work, the student will be required to pass a comprehensive examination, prepared and administered by his Supervisory Committee, but also involving other faculty in the History Department and other departments concerned with his work.

The examination in the History field and History Education will be both written and oral. It will give considerable attention to the problems and procedures of organization and selection in adapting the material for effective teaching.

The examination in the cognate concentrations will be written only, although it is to be expected that the examiners in the oral examination will require the student to relate concepts in his cognate areas to other parts of the program.

Dissertation (14 semester hours)

The final requirement of the program is a dissertation. The dissertation is designed to provide the student with an opportunity to demonstrate his competence both in historical subject matter and in the application of the subject matter to teaching. The dissertation may conform to either of the following types:

Type A: The dissertation is primarily concerned with developing and demonstrating the competencies required to exercise curriculum leadership in a college, community college or high school. This type of dissertation may be an outline of a course, or may consist of the development of instructional materials and/or procedures. The utility of the procedures or materials developed should be demonstrated by means of empirical research. Although successful design and execution of a research project

in curriculum or teaching is the primary purpose of this type of dissertation, the dissertation will also be expected to demonstrate sound scholarship in the use of historical materials.

Type B: The dissertation is primarily concerned with the investigation of an historical topic, using published primary or secondary sources and demonstrating a capacity for generalization and synthesis. The topic chosen for investigation should relate to teaching needs, and the dissertation should include one or more chapters which show the application of the topic to the classroom. Empirical data concerning the value of the topic for teaching will be expected.

The student's dissertation committee will consist of three graduate faculty. It is expected that some members of the student's original Supervisory Committee will continue on the dissertation committee, although the composition of the dissertation committee may not be identical to the Supervisory Committee. When deemed advisable, a member of the dissertation committee will be nominated from a department other than History.

Completion of Program and Residency

The program is intended to require two years of full-time work beyond the masters degree. The comprehensive examination may be taken at the end of the third semester of full-time work. Candidates are required to take the comprehensive examination not later than four calendar years from the time of entry into the program. The dissertation must be completed within two years following the comprehensive examination.

The normal residence requirement is one year, but commuter students who make continuing progress in the program may have the residence requirement reduced to one semester. Continuing progress for a commuter student is defined as taking one course each semester and a full load each summer session.

SUMMARY OUTLINE OF PROGRAM COMPONENTS

Field in History (16 sem. hrs.)

Individualized concentration of formal course work in history

Cognate Concentrations (16 sem. hrs.):

Historical Foundations (Hist. 497, 501)

Related Area (History, Humanities, Social Sciences, Education)

Field in Education (14 sem. hrs.):

Higher Education Studies (College of Education)

Seminar-Practicum (Hist. 505) and Research-Internship (Hist. 506)

Dissertation (14 sem. hrs.):

Type A: Emphasis on Curriculum Development and Field Study in History Education

Type B: Emphasis on Historical Topics and their Instructional Applications

Total Semester Hours. 60

APPLICATION AND FURTHER INFORMATION

Persons interested in admission to the program, or further information, should write to:

Dr. Gerlof D. Homan, Chairman
Department of History
Illinois State University
Normal, Illinois 61761

DEPARTMENT OF HISTORY

ILLINOIS STATE UNIVERSITY

DOCTORAL STUDENTS IN HISTORY

Daniel Jensen: Dan Jensen teaches History and Political Science at Greenville College, a small denominational college in Southern Illinois. He has been teaching there since 1960. In 1975-76 he was on sabbatical leave from Greenville College, and was a full-time student at Illinois State on doctoral assistantship. His major interest is United States relations with Asia. His minor field is Asian Literature. He expects to be ready for his comprehensive examination by October, 1976.

Harold Berry: Hal Berry teaches History and Geography at West Shore Community College, Ludington, Michigan. In 1975-76 he was on leave of absence and was a full-time student at Illinois State on doctoral assistantship. His major interest is the American frontier and American economic history. His minor field is Geography.

David Bartlett: Dave Bartlett received his bachelor's and master's degrees from Illinois State and presently teaches American History at Thornton Community College, near Chicago. He began his course work in 1974-75, when he had a one-semester sabbatical leave, and is presently a part-time student, taking one course each semester. His major interest is American Urban History, concentrating on Chicago. His dissertation will explore some ways in which Chicago History can be incorporated into the general American History course. He expects to be ready for his comprehensive exam by Summer, 1977.

Donald Cavallini: Don Cavallini teaches American History at nearby Lexington High School. He received his bachelor's degree from Illinois Wesleyan University and his master's degree from Illinois State. He began work in the doctoral program in Educational Administration, but switched to the Doctor of Arts in History because his main interest was classroom teaching. His major interest is American History, concentrating on the development of oral history techniques for teaching American History. In 1975-76 he had a grant from the Illinois State Foundation to do a pilot study in oral history at Lexington High School. His minor field is Educational Administration. He will be full-time second semester, 1976-77.

Robert Mathisen: Bob Mathisen teaches American History at Grace College, which is a small denominational college at Winona Lake, Indiana. He has his master's degree from the University of Tennessee. His major field is American History, concentrating on the general theme: "The Role of Religion in American History." His minor field is American Government. He plans to work full-time on his degree second semester, 1976-77.

Sandra Harmon: Sandy Harmon received her master's degree from Illinois State, and taught in University High School before accepting a part-time position in the I.S.U. History Department. She teaches a new course entitled "The History of Women in America," which has been highly successful. Her major field is History of Women in America. She is a part-time student, taking one course each semester.

James Roth: Jim Roth is presently employed by the Illinois Office of Education, where he is concerned with development of continuing education programs in the state. He received his bachelors and masters degrees from John Carroll University in Cleveland, Ohio. He taught history in the City Colleges of Chicago (Crane College and Malcolm X College) before joining the Office of Education. He is interested in the place of eastern European history in the teaching of medieval history. He will be full-time first semester, 1976-77.

Frank Fonsino: Frank Fonsino received his bachelors degree at Greenville College and obtained his masters degree at Illinois State. While he was a graduate student at State he served as a dorm counsellor and taught U.S. History 135. Upon completing his masters degree he found a position teaching U.S. History at Oakton Community College, near Chicago. His special interest is Oral History and how it may be used to give students first-hand experience in historical research. He is developing an oral history project on the political career of Sen. Everett Dirksen. He will be full-time for two semesters, 1976-77.

Anthony Bedford: Anthony Bedford was born in London, England. He worked as an architectural draftsmen and building contractor, before enrolling in Modesto Junior College in 1967. He received his bachelor's and master's degrees from California State College, Stanislaus, and has taken additional graduate courses from the University of California, Davis. Since receiving his master's degree in 1971, he has taught History at his former school, Modesto Junior College. He is married and has three children. He attended in the summer of 1976, and plans to be here for a full year in 1977-78. His special interest is Modern Britain.

Loring White: Loring White has masters degrees in English and History. He is assistant professor and chairman of the department of English, Speech, and Drama at the Canal Zone College. He teaches English in that department, and also teaches History in the Social Science department. He teaches primarily Western Civilization, World Literature, and Humanities. He plans to be here in the summer, 1976, and for the full year in 1977-78. He is interested in British history, expecially Imperialism.

Richard Rivers: Richard Rivers has his bachelors degree from Michigan State and his masters degree from Michigan. He has done additional graduate work at the University of Guadalahara, Wayne State University, the University of Colorado, and Purdue University. He presently teaches at Macomb County Community College, Mt. Clemens, Michigan. He began his work in the Summer, 1976 and is at ISU for the academic year 1976-77. He is interested in American attitudes toward immigration and ethnic groups.

Jack Nicholson: Jack Nicholson is chairman of the department of Social Sciences at Anderson High School, Anderson, Indiana. His special interest is Asian History. He has pursued this interest by studies in Taiwan, India, Egypt, and the University of Hawaii. In addition to study abroad, he has travelled extensively. He began his work in the summer, 1976, and plans to attend again in the summer of 1977.

Michael Bouton: Mike Bouton teaches at the Lovett School, Atlanta, Georgia, an independent secondary school. He received his B.A. degree from Denison University (1968) and his M.A. from Purdue (1969). He began his work in the summer, 1976, and is full-time for both semesters, 1976-77. He is interested in political extremism in American history.

Howard Anderson: Howard Anderson received his B.A. from Roosevelt University in 1968, at which time he obtained a position at Lincoln Junior College as a teacher of English. He developed an interest in American History and enrolled in ISU's masters program in history, receiving his masters degree in 1974. He presently teaches both English and history at Lincoln Junior College. He plans to be a part-time student, attending summers and taking one course per semester in the regular year. His special interest is 20th century U.S.

Robert Ryan: Bob Ryan has his B.A. from Eastern Kentucky (1964) and master's degrees in secondary education (1965) and history (1968) from Eastern Kentucky Western Michigan. He teaches Western Civilization and English History at Illinois Central College, a community college located in East Peoria, Illinois. In the summer of 1976 he traveled with his family extensively in the British Isles and Europe. He is a commuter student who will attend in the summer of 1977. His special interest is English History.

Robin Buchan: Robin Buchan has his B.A. (1962) and M.A. (1968) from Western Washington University. He has done additional graduate study at Washington State. He is chairman of social sciences at Highline Community College, which is located between Tacoma and Seattle. He has a special interest in the history of the Northwest region of the United States. He is publisher of Expression Northwest, a quarterly dealing with his region.